**Introduction to Student Blogging in Moodle**

Background

Blogs are a useful means of information and dialogue. Most likely, many of you view and possibly post comments to blogs already. Perhaps some of you already have your own blogs. As a class, we will be sharing our work, ideas, interests, and comments on the blogs all of you will create.

Getting Started

First, you will need to create your blog. Follow the instructions [HERE](http://www.athabascau.ca/moodletrain/blog.htm) to setup your blog in Moodle.

First Blog Entry

Although we spend most of time in class working on videos and creating special effects, we also discuss aspects of society and technology. In the future, we will be sharing our videos and self-created tutorials concerning video techniques; however, to get your feet wet in Moodle blogging, we are going to research some current positive and negative uses of technology.

Requirements

1. Find articles concerning society’s impact on technology and technologies impact on society. Post hyperlinks with a brief description to at least two articles.
2. Research a current technology that you believe has both beneficial and consequential uses and outcomes. Write your opinions describing the technology, how it is used, and why it is both positive and negative.

Evaluation

The rubric below will be used to evaluate your work.

**Technology Issues Blog Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Mechanics** | **Use of Text** | **Organization/Coherence** | **Voice** | **Opinion/Analysis** |
| **10** | Articles are properly hyperlinked. Very few errors in punctuation, spelling, grammar, and usage. | Effectively summarizes, paraphrases, and quotes from articles. Choice of material supports purpose of the post. | Article ideas are synthesized smoothly with ideas of the writer. Focus is maintained throughout. Logical progression of ideas. Writing is fluent and cohesive. | Directly engages the reader through a conversational tone. Has a strong imprint of the writer. | Provides an insightful and original explanation/opinion that relates to or extends aspects of the linked text. |
| **7.5** | Articles are properly hyperlinked. Some errors in punctuation, spelling, grammar, and usage. | May summarize, paraphrase, and/or quote but does so ineffectively. Choice of material supports purpose of the post. | Article ideas are presented but not smoothly incorporated. May lose focus at times. Logical progression, but may not be fluent and /or cohesively presented. | May engage the reader in the conversation. Writing is sometimes too academic in tone. | Provides an original explanation/opinion using situations or ideas from the linked text as support. |
| **5** | Hyperlinks don’t work or are nonexistent. Consistent errors in punctuation, spelling, grammar, or usage. | May not summarize, paraphrase or quote from articles. Material chosen is of questionable validity or doesn’t clearly relate to topic. | Article ideas are poorly presented and a relationship with ideas of the writer is lacking. Frequently loses focus. Lack of cohesion. | Little imprint of the writer who, at times, seems to care little for the topic and/or audience. | Provides an opinion or explanation that seems uninformed and/or unrelated to linked text. |
| **2.5** | Hyperlinks don’t work or are nonexistent. Errors that interfere with meaning. | Does not summarize, paraphrase or quote from articles. Material chosen is of questionable validity or doesn’t clearly relate to topic. | Article ideas are poorly presented or not presented at all. Writer’s ideas are difficult to follow. Post is incoherent and poorly organized. | Writing that is “going through the motions.” No acknowledgment of audience. | Opinion or explanation is flawed, inconsistent, and/or makes no attempt to relate to ideas in the linked text. |

**Comments:**